



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 10261192  
SAU: Brunswick School Department  
School: Hawthorne School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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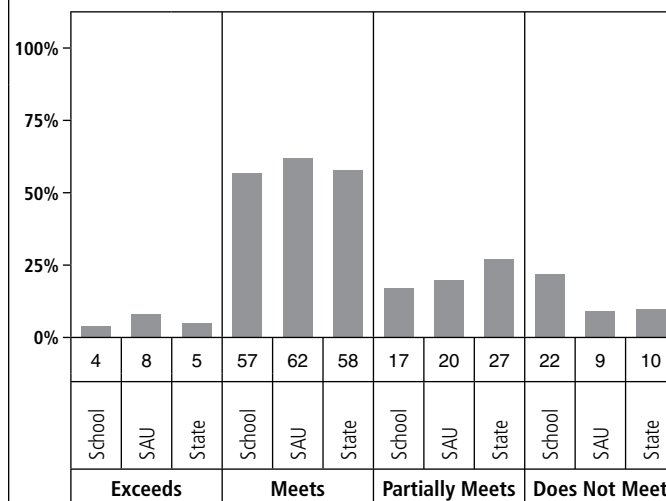
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: Brunswick School Department  
School: Hawthorne School

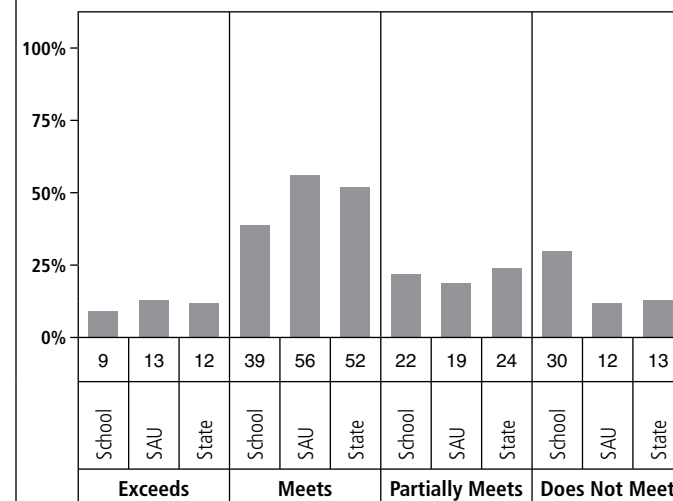
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	535	545	544
2006–2007	538	544	544
<b>2007–2008</b>	<b>543</b>	<b>547</b>	<b>545</b>
Cum. Avg. *	539	545	544
<b>Mathematics</b>			
2005–2006	533	545	543
2006–2007	537	546	546
<b>2007–2008</b>	<b>540</b>	<b>547</b>	<b>546</b>
Cum. Avg. *	537	546	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	536	542	541
<b>2007–2008</b>	<b>537</b>	<b>539</b>	<b>538</b>
Cum. Avg. *			

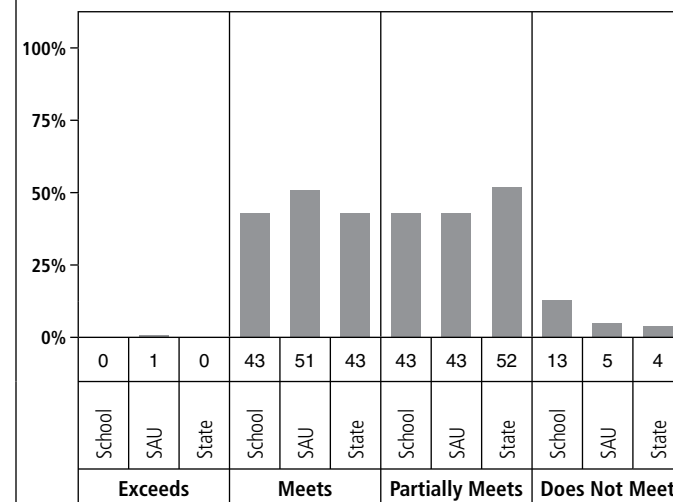
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Hawthorne School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	25	100	250	100	14240	100	25	100	249	100	14157	100	25	100	249	100	14156	100					25	100
<b>Ethnicity</b> African American/Black	1	4	19	8	404	3	1	100	19	100	396	98	1	100	19	100	398	99					1	100
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	1	4	4	2	201	1	1	100	4	100	199	99	1	100	4	100	199	99					1	100
Hispanic	0	0	8	3	178	1	0	0	8	100	170	97	0	0	8	100	174	99					0	0
Caucasian/White	23	92	219	88	13339	94	23	100	218	100	13274	100	23	100	218	100	13267	100					23	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Identified disability</b>	10	40	37	15	2555	18	10	100	37	100	2528	99	10	100	37	100	2526	99					10	100
<b>Current LEP</b>	0	0	2	1	337	2	0	0	2	100	328	97	0	0	2	100	334	99					0	0
<b>Economically disadvantaged</b>	12	48	73	29	5574	39	12	100	72	99	5528	99	12	100	72	99	5531	99					12	100
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	17	68	203	81	11042	78	17	68	200	80	11006	77					17	68
Identified disability (PET/IEP)	2	12	4	2	396	4	2	12	5	3	404	4					2	12
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	0	0	6	3	134	1	0	0	6	3	133	1					0	0
<b>Participation with accommodations</b>	6	24	42	17	2974	21	6	24	45	18	3014	21					6	24
Identified disability (PET/IEP)	6	100	29	69	1996	67	6	100	28	62	1986	66					6	100
LEP	0	0	2	5	175	6	0	0	2	4	189	6					0	0
504 plan	0	0	1	2	76	3	0	0	1	2	77	3					0	0
Other	0	0	12	29	766	26	0	0	16	36	801	27					0	0
<b>Participation through alternate assessment (PAAP)</b>	2	8	4	2	136	1	2	8	4	2	136	1					2	8
Identified disability (PET/IEP)	2	100	4	100	136	100	2	100	4	100	136	100					2	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	23	0					0	0
<b>Non-participation – other</b>	0	0	1	0	64	0	0	0	1	0	61	0					0	0

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Brunswick School Department  
School: Hawthorne School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	12	5	721	5
	2006-2007	0	0	10	4	702	5
	<b>2007-2008</b>	<b>1</b>	<b>4</b>	<b>20</b>	<b>8</b>	<b>659</b>	<b>5</b>
	Cum. Total*	1	1	42	6	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	5	28	125	57	7571	53
	2006-2007	9	31	133	55	7730	55
	<b>2007-2008</b>	<b>13</b>	<b>57</b>	<b>153</b>	<b>62</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	27	39	411	58	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	7	39	62	28	4343	30
	2006-2007	11	38	67	28	4182	30
	<b>2007-2008</b>	<b>4</b>	<b>17</b>	<b>50</b>	<b>20</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	22	31	179	25	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	6	33	21	10	1628	11
	2006-2007	9	31	31	13	1419	10
	<b>2007-2008</b>	<b>5</b>	<b>22</b>	<b>22</b>	<b>9</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	20	29	74	10	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.5	57.3	30.8	64.2	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.7	61.3	15.7	65.4	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	12.8	53.3	15.0	62.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Hawthorne School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	1	4	13	57	4	17	5	22	543	245	8	62	20	9	547	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	1										19	0	53	32	16	541	388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	1										4						197	5	64	23	8	546
Hispanic	0										7	14	71	14	0	551	167	2	47	37	14	542
Caucasian/White	21	1	5	12	57	4	19	4	19	543	215	8	63	20	9	547	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	1	13	2	25	5	63	532	33	0	21	30	48	534	2392	0	26	42	31	536
No	15	1	7	12	80	2	13	0	0	549	212	9	69	19	3	549	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										2						319	1	36	34	29	537
No	23	1	4	13	57	4	17	5	22	543	243	8	63	20	9	547	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	11	0	0	5	45	3	27	3	27	539	70	0	59	30	11	543	5454	2	48	35	15	541
No	12	1	8	8	67	1	8	2	17	546	175	11	64	17	8	549	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	23	1	4	13	57	4	17	5	22	543	245	8	62	20	9	547	14011	5	58	27	10	545
<b>Gender</b>																						
Female	10	1	10	5	50	2	20	2	20	545	118	10	70	14	5	549	6766	7	62	24	8	546
Male	13	0	0	8	62	2	15	3	23	541	127	6	55	26	13	545	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1751	1	35	44	21	538
No	23	1	4	13	57	4	17	5	22	543	245	8	62	20	9	547	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										0						464	27	71	2	1	557
No	23	1	4	13	57	4	17	5	22	543	245	8	62	20	9	547	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Hawthorne School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	0	0	1	100	530	2	17	33	17	33	543	5	2	42	34	22	540
B. less than one hour	78	1	6	11	61	2	11	4	22	544	65	6	64	21	9	546	66	5	60	27	9	545
C. one to two hours	13	0	0	2	67	1	33	0	0	541	30	13	65	15	7	549	26	5	61	26	8	546
D. more than two hours	4	0	0	0	0	1	100	0	0	532	3	14	29	43	14	545	2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	35	1	13	5	63	0	0	2	25	546	30	8	68	16	8	548	31	7	63	23	7	547
B. They match some of what I have learned.	43	0	0	6	60	3	30	1	10	542	57	8	65	20	7	547	55	4	61	27	8	545
C. They match just a little of what I have learned.	13	0	0	2	67	0	0	1	33	544	10	12	48	28	12	545	11	2	42	37	19	540
D. There is no match.	9	0	0	0	0	1	50	1	50	531	3	0	14	43	43	534	3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	35	1	13	5	63	0	0	2	25	547	38	14	71	10	5	551	30	10	68	16	6	549
B. good	43	0	0	7	70	2	20	1	10	543	49	6	67	23	4	547	53	3	59	29	9	544
C. fair	13	0	0	1	33	1	33	1	33	539	10	0	33	29	38	537	15	1	41	40	18	539
D. poor	9	0	0	0	0	1	50	1	50	528	3	0	0	63	38	531	2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	9	0	0	1	50	0	0	1	50	542	15	11	57	16	16	545	17	3	45	32	19	541
B. about the same as my regular schoolwork	78	1	6	11	61	3	17	3	17	544	63	7	68	20	6	548	67	5	62	26	7	546
C. easier than my regular schoolwork	13	0	0	1	33	1	33	1	33	535	21	12	53	24	12	546	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	17	0	0	1	25	1	25	2	50	536	14	0	41	24	35	539	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	65	0	0	9	60	3	20	3	20	542	52	2	67	26	6	546	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	17	1	25	3	75	0	0	0	0	554	34	22	65	11	2	553	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	22	1	20	3	60	0	0	1	20	549	21	12	69	16	4	550	18	8	64	20	8	547
B. 20 minutes to an hour	70	0	0	10	63	3	19	3	19	543	61	9	68	18	5	549	56	5	62	25	7	546
C. less than 20 minutes	9	0	0	0	0	1	50	1	50	528	11	0	36	32	32	538	12	2	50	32	15	542
D. I rarely read at home.	0										7	0	47	35	18	540	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	35	0	0	4	50	3	38	1	13	542	23	9	44	29	18	543	26	3	51	32	14	542
B. six to ten pages	22	0	0	3	60	0	0	2	40	540	22	4	65	21	10	546	28	3	59	28	9	544
C. eleven or more pages	43	1	10	6	60	1	10	2	20	545	54	10	70	16	4	549	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	0										50	0	25	25	50	532						
B.	0										25	50	50	0	0	559						
C.	0										25	0	50	50	0	545						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Brunswick School Department  
School: Hawthorne School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	29	13	1415	10
	2006-2007	0	0	29	12	1711	12
	<b>2007-2008</b>	<b>2</b>	<b>9</b>	<b>32</b>	<b>13</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	2	3	90	13	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	5	28	109	50	6503	45
	2006-2007	13	45	131	54	6778	48
	<b>2007-2008</b>	<b>9</b>	<b>39</b>	<b>137</b>	<b>56</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	27	39	377	53	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	5	28	49	22	3945	28
	2006-2007	9	31	50	21	3884	28
	<b>2007-2008</b>	<b>5</b>	<b>22</b>	<b>46</b>	<b>19</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	19	27	145	21	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	8	44	33	15	2434	17
	2006-2007	7	24	31	13	1683	12
	<b>2007-2008</b>	<b>7</b>	<b>30</b>	<b>30</b>	<b>12</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	22	31	94	13	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	8.3	55.3	9.2	61.3	9.0	60.0
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	6.2	44.3	8.0	57.1	7.5	53.6
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	2.0	40.0	2.2	44.0	2.2	44.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	6.4	45.7	8.4	60.0	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Hawthorne School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	23	2	9	9	39	5	22	7	30	540	245	13	56	19	12	547	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										19	5	53	21	21	541	392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	1										4						198	16	59	15	11	549
Hispanic	0										7	14	71	14	0	551	173	5	45	30	20	541
Caucasian/White	21	2	10	8	38	5	24	6	29	540	215	13	55	19	12	547	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	1	13	1	13	6	75	523	33	0	27	27	45	531	2390	2	29	34	35	534
No	15	2	13	8	53	4	27	1	7	549	212	15	60	17	7	549	11630	13	57	22	8	548
Current LEP																						
Yes	0										2						330	4	36	27	33	536
No	23	2	9	9	39	5	22	7	30	540	243	13	56	18	12	547	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	11	0	0	4	36	3	27	4	36	533	70	6	47	24	23	540	5461	5	46	30	19	541
No	12	2	17	5	42	2	17	3	25	547	175	16	59	17	8	549	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	23	2	9	9	39	5	22	7	30	540	245	13	56	19	12	547	14015	12	52	24	13	546
Gender																						
Female	10	2	20	2	20	4	40	2	20	544	118	13	57	21	9	548	6767	11	51	24	13	546
Male	13	0	0	7	54	1	8	5	38	537	127	13	55	17	15	546	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	23	2	9	9	39	5	22	7	30	540	245	13	56	19	12	547	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	23	2	9	9	39	5	22	7	30	540	245	13	56	19	12	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: Brunswick School Department  
School: Hawthorne School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	0	0	1	100	512	2	17	50	0	33	540	5	6	39	29	25	539
B. less than one hour	78	2	11	8	44	4	22	4	22	544	65	8	58	21	12	546	66	12	52	24	12	546
C. one to two hours	13	0	0	1	33	1	33	1	33	535	30	24	53	14	10	550	26	12	55	23	11	547
D. more than two hours	4	0	0	0	0	0	0	1	100	512	3	14	29	29	29	540	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	2	33	3	50	0	0	1	17	553	40	20	59	11	9	551	38	16	56	19	8	549
B. They match some of what I have learned.	57	0	0	5	38	3	23	5	38	535	48	9	59	21	12	545	48	9	53	26	12	545
C. They match just a little of what I have learned.	13	0	0	1	33	2	67	0	0	544	10	8	36	36	20	541	10	6	37	32	24	539
D. There is no match.	4	0	0	0	0	0	0	1	100	512	1	0	33	33	33	534	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	2	29	4	57	0	0	1	14	555	35	25	59	11	6	553	31	24	54	14	8	552
B. good	39	0	0	3	33	3	33	3	33	535	47	9	56	23	13	545	47	8	55	25	12	545
C. fair	26	0	0	2	33	2	33	2	33	534	16	3	53	26	18	541	19	2	43	35	20	539
D. poor	4	0	0	0	0	0	0	1	100	512	2	0	33	17	50	533	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	0	0	1	25	1	25	2	50	527	20	8	48	21	23	541	18	5	42	30	22	540
B. about the same as my regular schoolwork	64	2	14	7	50	3	21	2	14	547	63	12	58	21	9	547	66	11	55	23	11	547
C. easier than my regular schoolwork	18	0	0	1	25	1	25	2	50	533	17	23	60	8	10	552	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	0	0	1	50	0	0	1	50	535	15	5	65	14	16	543	21	10	48	26	16	544
B. two or three days a week	35	1	13	2	25	2	25	3	38	538	31	12	61	18	9	548	36	13	54	23	10	547
C. two or three times each month	35	1	13	3	38	2	25	2	25	544	28	16	50	21	13	548	27	12	54	23	11	547
D. never or almost never	22	0	0	3	60	1	20	1	20	538	26	16	51	21	13	546	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	0	0	0	0	1	100	520	2	0	20	60	20	536	7	12	44	25	19	543
B. two or three days a week	13	0	0	1	33	0	0	2	67	523	10	4	68	12	16	546	30	13	53	23	11	547
C. two or three times each month	35	1	13	2	25	3	38	2	25	544	28	17	46	26	10	547	34	12	54	23	10	547
D. never or almost never	48	1	9	6	55	2	18	2	18	543	59	13	59	15	12	547	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	17	0	0	2	50	0	0	2	50	530	14	6	38	24	32	537	7	7	40	25	28	539
B. 30–45 minutes	78	2	11	7	39	5	28	4	22	543	41	11	54	21	14	545	31	7	49	29	15	543
C. 45–60 minutes	0										34	19	63	14	4	552	40	12	55	23	10	547
D. more than 60 minutes	4	0	0	0	0	0	0	1	100	520	11	11	63	19	7	548	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										50	0	25	25	50	529						
B.	0										25	0	50	50	0	547						
C.	0										25	0	50	0	50	535						
D.	0										0											

# ELA–WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Brunswick School Department  
School: Hawthorne School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 0	0 0	8 2	3 1	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	9 10	31 43	142 125	59 51	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	18 10	62 43	77 106	32 43	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	2 3	7 13	14 12	6 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	10.3	51.5	11.2	56.0	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	5.5	45.8	5.9	49.2	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	4.9	61.3	5.3	66.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Hawthorne School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	23	0	0	10	43	10	43	3	13	537	245	1	51	43	5	539	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	1										19	0	21	63	16	532	382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	1										4						196	2	55	42	2	541
Hispanic	0										7	0	57	43	0	542	170	0	29	62	9	535
Caucasian/White	21	0	0	10	48	9	43	2	10	538	215	1	53	42	4	540	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	5	63	3	38	526	33	0	9	61	30	527	2372	0	12	72	16	529
No	15	0	0	10	67	5	33	0	0	542	212	1	58	41	1	541	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										2						319	0	30	58	12	533
No	23	0	0	10	43	10	43	3	13	537	243	1	51	43	5	540	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	11	0	0	3	27	5	45	3	27	531	70	0	37	50	13	535	5435	0	32	61	7	535
No	12	0	0	7	58	5	42	0	0	542	175	1	57	41	2	541	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	23	0	0	10	43	10	43	3	13	537	245	1	51	43	5	539	13967	0	43	52	4	538
<b>Gender</b>																						
Female	10	0	0	6	60	4	40	0	0	543	118	2	64	32	2	543	6750	1	55	43	2	540
Male	13	0	0	4	31	6	46	3	23	532	127	0	39	54	8	536	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1745	0	26	69	5	534
No	23	0	0	10	43	10	43	3	13	537	245	1	51	43	5	539	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	23	0	0	10	43	10	43	3	13	537	245	1	51	43	5	539	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Brunswick School Department  
 School: Hawthorne School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	0	0	1	100	502	2	0	33	33	33	528	5	0	29	57	14	533
B. less than one hour	78	0	0	10	56	7	39	1	6	540	65	1	51	44	4	539	66	0	44	52	3	538
C. one to two hours	13	0	0	0	0	3	100	0	0	536	30	1	54	43	1	541	26	0	45	52	3	538
D. more than two hours	4	0	0	0	0	0	0	1	100	516	3	0	29	43	29	533	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	43	0	0	4	40	5	50	1	10	536	31	3	61	34	3	542	25	1	54	42	3	540
B. good	39	0	0	5	56	3	33	1	11	541	49	0	54	43	3	540	50	0	46	51	3	538
C. fair	13	0	0	1	33	2	67	0	0	535	16	0	33	62	5	535	22	0	29	65	6	535
D. poor	4	0	0	0	0	0	0	1	100	502	4	0	10	50	40	524	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	22	0	0	1	20	2	40	2	40	525	18	0	39	45	16	535	14	0	33	56	10	535
B. about that same as my regular schoolwork	52	0	0	6	50	6	50	0	0	541	60	1	53	43	2	541	65	0	45	52	3	538
C. easier than my regular schoolwork	26	0	0	3	50	2	33	1	17	537	21	0	56	40	4	540	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										50	0	50	50	0	538						
B.	0										25	0	100	0	0	544						
C.	0										25	0	50	50	0	537						
D.	0										0											